

<b>Strand 1: Writing Process, Concept 1: Prewriting:</b> prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
PO 1. Generate ideas through class discussion. PO 2. Draw a picture about ideas generated through class discussion.	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion). PO 2. Draw a picture or storyboard about ideas generated. PO 3. Organize ideas using simple webs, maps, or lists. PO 4. Discuss the purpose for a writing piece. PO 5. Discuss who the intended audience of a writing piece will be.	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Quadrants; Living Sculptures; Movement Web; Shape Phrase Dances; Visual Line Dances; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Mirrors; Real/Unreal; What If A __ Could Talk; 4 Images; Say It Like __</i>	
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standard:		
<b>Create: Space: Direction, Facing, Pathway: 204</b> “Demonstrate clarity of facings in space while moving in different directions.”	<b>Create: Ideas and Themes: 103</b> “Discuss and explore ideas and themes used to create dances.”	
<b>Relate: Using Text to Create Movement: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”	
<b>Evaluate: Personal Interpretation: 305</b> “Observe a dance and discuss differing interpretations and reactions to that dance.”	<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”	
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standard:		
<b>Create: Acting: 302</b> “Demonstrate the use of observation from nature, society or research as a means to enhance a performance.”	<b>Create: Playwriting: 103</b> “Improvise by imitating life experiences, knowledge of literature . . .”	
<b>Relate: Acting: 104</b> “Demonstrate how interrelated conditions influence the characters . . .”	<b>Relate: Playwriting: 201:</b> “Demonstrate and identify a character’s wants and needs, and physical, emotional, and social qualities . . .”	
<b>Evaluate: Acting: 203</b> “Evaluate a role by responding and deconstructing deeper meaning of the text and character.”	<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the	

	work.”
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<b>Strand 1: Writing Process, Concept 1: Prewriting:</b> prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.		
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas. PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas. PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas. PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Quadrants; Living Sculptures; Movement Web; Sequence Patterns: Patterns Taking Shape; Shape Phrase Dances; Visual Line Dances: Moving Image with Text; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle; Real/Unreal; What Can I Do; What if A __ Could Talk; 4 Images; Say It Like __</i>	
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:		
<b>Create: Axial and Locomotor Combinations: 203</b> “Perform more complex combinations which require increased motor memory and coordination.”	<b>Create: Ideas and Themes: 103</b> “Discuss and explore ideas and themes used to create dances.”	
<b>Relate: Using Text to Create Movement: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”	
<b>Evaluate: Personal Interpretation: 305</b> “Observe a dance and discuss differing interpretations and reactions to that dance.”	<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”	
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:		
<b>Create: Acting: 302</b> “Demonstrate the use of observation from nature, society or research as a means to enhance a performance.”	<b>Create: Playwriting 104</b> “Create original, brief stories through improvisation that include a story line [and characters].”	

Arizona Department of Education

Writing Standard Strand 1: Approved 6/28/2004

Dance and Theatre Standards: Approved 4/28/97 Updated 6/26/06

<b>Relate: Playwriting: 104</b> “Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast.”	<b>Relate: Directing: 102</b> “Using a variety of sources to research the characters, story, and environment for a dramatization.”
<b>Evaluate: Acting: 203</b> “Evaluate a role by responding and deconstructing deeper meaning of the text and character.”	<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”

<b>Strand 1: Writing Process, Concept 1: Prewriting:</b> prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Establish a central idea appropriate to the type of writing.	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Establish a central idea appropriate to the type of writing.	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Establish a central idea appropriate to the type of writing.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Quadrants; Living Sculptures; Movement Web; Sequence Patterns: Patterns Taking Shape; Shape Phrase Dances; Visual Line Dances: Moving Image with Text; Exploring Text Through Dance; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle; Real/Unreal; What Can I Do; What if A __ Could Talk; 4 Images; Context Tableau; Character Tableaux with Movement; Open Scenes; Say It Like __</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
<b>Create: Fundamental Movement Patterns: 104</b> “Identify and demonstrate basic fundamental movement patterns . . .”		<b>Create: Ideas and Themes: 103</b> “Discuss and explore ideas and themes used to create dances.”
<b>Relate: Using Text to Create Movement: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”		<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”
<b>Evaluate: Personal Interpretation: 305</b> “Observe a dance and discuss differing interpretations and reactions to that dance.”		<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
<b>Create: Acting: 302</b> “Demonstrate the use of observation from nature, society or research as a means to enhance a performance.”		<b>Create: Playwriting 104</b> “Create original, brief stories through improvisation that include a story line [and characters].”
<b>Relate: Playwriting: 104</b> “Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast.”		<b>Relate: Directing: 102</b> “Using a variety of sources to research the characters, story, and environment for a dramatization.”
<b>Evaluate: Acting: 203</b> “Evaluate a role by responding and		<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments

deconstructing deeper meaning of the text and character.”	about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”
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<b>Strand 1: Writing Process, Concept 1: Prewriting:</b> prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<b>High School</b>	
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece. PO 4. Establish a controlling idea appropriate to the type of writing. PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	
<b>Suggested Artist Teacher Institute Activities</b>	
Dance Activities	<i>Quadrants; Living Sculptures; Movement Web; Sequence Patterns: Patterns Taking Shape; Shape Phrase Dances; Visual Line Dances: Moving Image With Text; Exploring Text Through Dance; Cinquain Poems</i>
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle; Real/Unreal; What Can I Do; What if A __ Could Talk; 4 Images; Context Tableau; Character Tableaux With Movement; Open Scenes; Say It Like __</i>
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:	
<b>Create: Fundamental Movement Patterns: 104</b> “Identify and demonstrate basic fundamental movement patterns . . .”	<b>Create: Ideas and Themes: 103</b> “Discuss and explore ideas and themes used to create dances.”
<b>Relate: Using Text to Create Movement: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”
<b>Evaluate: Personal Interpretation: 305</b> “Observe a dance and discuss differing interpretations and reactions to that dance.”	<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Acting: 302</b> “Demonstrate the use of observation from nature, society or research as a means to enhance a performance.”	<b>Create: Playwriting 104</b> “Create original, brief stories through improvisation that include a story line [and characters].”
<b>Relate: Playwriting: 104</b> “Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast.”	<b>Relate: Directing: 102</b> “Using a variety of sources to research the characters, story, and environment for a dramatization.”
<b>Evaluate: Acting: 203</b> “Evaluate a role by responding and deconstructing deeper meaning of the text and character.”	<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the

	work.”
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<b>Strand 1: Writing Process, Concept 2: Drafting:</b> drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
PO 1. Communicate by drawing, telling, or writing for a purpose. PO 2. Create a group draft, scripted by the teacher.	PO 1. Write a draft (e.g., story, caption, letter, observations, message).	PO 1. Write a draft with supporting details. PO 2. Organize details into a logical sequence.
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.
<b>High School</b>		
PO 1. Use a prewriting plan to develop the main idea(s) with supporting details. PO 2. Sequence ideas into a cohesive, meaningful order.		
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Locomotor Dances, Addition Pattern Phrases, Sequence Patterns: Taking Shape, Exploring Text Through Dance</i>	
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors; Go; Plot Circle; What If A __ Could Talk; 4 Images; Say It Like __</i>	
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:		
<b>Create: Focus and Concentration: 101</b> “Identify and demonstrate concentration and focus in dance.”		<b>Create: Kinesthetic and Spatial Awareness: 202</b> “Demonstrate appropriate kinesthetic awareness while performing alone or with a group.”
<b>Relate: Relating Dance and Literacy: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”		<b>Relate: Using Movement With Other Disciplines: 301</b> “Create a thematic movement phrase to express ideas, concepts and images found in other disciplines.”
<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”		<b>Evaluate: Personal Interpretation: 205</b> “Explain your reaction to a dance and identify how your personal experiences lead you to a

	response.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Acting: 104</b> “Describe or illustrate recalled sensory experiences.”	<b>Create: Playwriting: 102</b> “Retell a story including its theme, setting, story line, plot, physical descriptions of the characters, and theme.”
<b>Relate: Acting: 104</b> “Demonstrate how interrelated conditions influence the characters . . .”	<b>Relate: Theatre Technology and Design: 102</b> ” Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works for dramatizations.”
<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	<b>Evaluate: Playwriting: 302</b> “Analyze and evaluate constructive criticism about personal work . . .”

<b>Strand 1: Writing Process, Concept 3: Revising:</b> revising includes evaluating and refining the rough draft for clarity and effectiveness.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.	PO 1. Reread original draft for clarity. PO 2. Add additional details with prompting.	PO 1. Reread original draft for clarity. PO 2. Add additional relevant details for audience understanding.
<b>Grades 3, 4, and 5</b>		
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2) PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.	PO 2. Add details to the draft to more effectively accomplish the purpose. PO 5. Modify word choice appropriate to the application in order to enhance the writing.	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.
<b>Grades 6 through High School</b>		
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2) PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style. PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	PO 2. Add details to the draft to more effectively accomplish the purpose. PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style. PO 8. Use resources and reference materials to select more precise vocabulary.	PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.
Suggested Artist Teacher Institute Activities: see the grade level activities as suggested for Writing Process, Concept 1: Prewriting Writing Process, Concept 2: Drafting		
The Dance and Theatre Activities suggested for Writing Process: Prewriting and Drafting can be easily revised through the use of questions that inquire of the students' initial performances of understanding. Here are suggested inquiry facilitation prompts:  <div style="text-align: center;"> <p>What did you see in the work that you would like to know more about?</p> <p>What relationships did you see in the work?</p> <p>What other attitudes or additional information could be applied to the work?</p> <p>What do you think could happen next in the work?</p> </div>		
Students return to their work and revise their performances of understanding for a second viewing.		
<b>Examples of Dance Standards</b> addressed within revision:		
<b>Create: Fundamental Movement Patterns: 404</b> "Analyze the use of fundamental movement patterns in varied movement settings."	<b>Create: Using The Elements of Dance to Communicate meaning: 302</b> "Analyze and interpret how the elements of dance	

	were used to communicate meaning in a dance.”
<b>Relate: Using Text to Describe and Understand Movement: 202</b> “Apply descriptive language (similes and metaphors) . . .”	<b>Relate: Using Text to Describe and Understand Movement: 402</b> “Describe images and ideas evoked by dance movements . . .”
<b>Evaluate: Dance Terminology: 101, 201, 301</b>	<b>Evaluate: Evaluation Criteria: 104</b> “ Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .).”
<b>Examples of Theatre Standards</b> addressed within revision:	
<b>Create: Collaboration: 203</b> “Collaborate and communicate in the rehearsal process.”	<b>Create: Directing: 301</b> “Analyze dramatic text to develop a directorial concept.”
<b>Relate: Acting: 102 and 203</b>	<b>Relate: any of the performance objectives exploring dramaturgy</b>
<b>Evaluate: Playwriting: 204</b> “Develop and articulate criteria to analyze, interpret and evaluate . . .”	<b>Evaluate: Directing: 101</b> “Explain and justify the basic elements of a dramatic text and performance essentials.”

Strand 1: Writing Process, Concept 4: Editing: editing includes proofreading and correcting the draft for conventions.		
Kindergarten	Grade 1	Grade 2
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	PO 1. Review the draft for errors in conventions. (See Strand 2) PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.
Grade 3	Grade 4	Grade 5
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.
Grade 6 through High School		
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.
Suggested Artist Teacher Institute Activities		
Dance Activities	Follow Me/Match Me; Quadrants; Living Sculptures; Draft and Revision: Text and Dance	
Theatre Activities	Build and Break; Mirrors; Real/Unreal; 4 Images; Context Tableaux	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Axial and Locomotor Combinations: 203 “Perform more complex combinations which require increased motor memory and coordination.”	Create: Articulation of Movement Skills: 104 “ Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.”	
Relate: Using Text To Create Movement: 301 “Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text.”	Relate: Using Text To Create Movement: 301 “Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text.”	
Evaluate:	Evaluate:	
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Evaluate: Communicating Meaning: 103 “Discuss how movement can be used to communicate main ideas, themes or feelings.”	Evaluate: Evaluation Criteria: 104 “ Identify the criteria used to evaluate dance performance and technique (choreographic principles	

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Dance and Theatre Standards: Approved 4/28/97 Updated 6/26/06

	...).”
<b>Relate: Acting: 207</b> “Explain how one’s own behavior might change in response to a performance.”	<b>Relate: Directing: 101</b> “Identify and explain the influence of time and place on the characters and the story to be dramatized.”
<b>Evaluate: Directing: 204</b> “Evaluate and justify, with examples, the meanings they construct from a dramatic text or performance relating to their daily life.”	<b>Evaluate: Playwriting: 302</b> “Analyze and evaluate constructive criticism about personal work . . .”